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ABSTRACT

GRADES OR AGES: Grade 6. SUBJECT MATTER: English, spelling, handwriting, reading, social studies, arithmetic, science and health, art, physical education. ORGANIZATION AND PHYSICAL APPEARANCE: The guide includes suggested daily and weekly time allotments and one chapter for each subject. The material on art and some of the material on social studies is presented in chart form. The guide is mimeographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: Objectives for the various subjects are set out at the beginning of each chapter. Activities are listed, sometimes in considerable detail. INSTRUCTIONAL MATERIALS: Information is given on the materials required for each subject, including texts for children and teachers, and audio-visual aids. STUDENT ASSESSMENT: No specific provisions are made for evaluation. (MBM)

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CHEYENNE PUBLIC SCHOOLS
CHEYENNE, WYOMING

GUIDEBOOK

SIXTH GRADE

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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SP007168

FOREWORD

This guidebook is a revision of the previous outline for this grade. The outline does not designate specific methods nor does it indicate day-by-day progress. It does outline a general pattern of material, and the goals that are to be approached.

Teachers are expected to conform to the indicated pattern and to assist the student to reach the designated goals insofar as his ability will permit.

Dr. George W. Bailey
Superintendent of Schools

Betty Lou Pagel
Director of Elementary Education

Revised 1968

Ruth Krebs

TABLE OF CONTENTS

Suggested Time Allotment	1
English	2
Spelling	9
Handwriting	11
Upper Elementary Reading Program	13
Social Studies	21
Arithmetic	28
Science and Health	31
Art	36
Physical Education	44

SUGGESTED TIME ALLOTMENT

SIXTH GRADE

(Revised 1968)

	Minutes Per Day	Minutes Per Week
Routine Duties	10	50
Reading	55	275
Spelling	15	75
Writing	10	50
English	30	150
Social Studies	45	225
Arithmetic	50	250
Music	30	150
Science and Health (four days per week)	40	160
Art (one day per week)		40
Physical Education	30	150
Totals	315	1,575

SIXTH GRADE ENGLISH

INTRODUCTION

It is recognized that the language arts on the elementary level is one of the most important areas in the educational program. It is the basis of communication in all areas. It is the vehicle of expression and the tool by which we acquire knowledge.

This guide is formulated for four reasons: (1) To help the children grow in ability to understand and use the English language in a scientific age which demands of them critical thinking and facility in the transmission of ideas; (2) To help guide and inspire the beginning teacher; (3) To guide the experienced teacher who is new to our system; and (4) To be used as a resource unit to the teachers now in the system.

Language reflects the personality of the user. It reflects the culture in which the user develops. It is the bridge of understanding between our times and the centuries of the past and those of the future.

We believe that every child should be the center of instruction, that the standards should be related to the abilities and achievement levels of the children, that the teacher should help the child recognize his own needs and that the child should be given opportunities for practice and self-evaluation. A good learning situation should be influenced by the teacher, the child, and the environment.

The teacher will adjust this proposed guide to the ability levels of the pupils.

BASIC WORK GROUP - for children below average ability

Objective

The general aim is to strengthen and extend the material presented to the students in past years. In the basic program there will need to be inter-communication between the teachers to see what the students have had and what they believe needs to be stressed.

"In everyday affairs throughout life, oral communication predominates over written communication. Through speech, human beings achieve a meeting of minds, express their emotions, and conduct most of their practical transactions. For this reason it is important for the school to concentrate on training children to speak clearly and to express their ideas effectively."1

Teaching Suggestions (In all probability, you can expect slow and mostly continuous progress, with some regression.)

1. Much repetition of the basic material is needed, but in different activities or types of lessons.
2. Much oral work and different types of drill are suggested.
3. All work should be adjusted to the needs of the student.
4. Much individual supervision is needed.
5. Concrete examples should be used as often as feasible.

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1 - World Book Co., Language Arts Notes #2, "Oral Communication", Dawson

6. Participating and experiencing are key words for this group.
7. Work should be motivated by current interests, if possible, and have correct examples or models.
8. Suggested daily period: 35 minutes

REGULAR GROUP - for children of average ability

Objective

The Language Arts program in the sixth grade strives to build in the child a control of language which he needs in order to communicate effectively with others, and to teach him to think clearly and logically in personal experiences and group activity.

MAJOR WORK GROUP - for children of superior ability

Objective

The sixth grade Major Work Group needs to stress the same specific information as listed for the Regular Work Group, but these students should be able to work with less outside motivation and fewer repetitions, and should be able to work independently. According to Dr. Tony Vaughn, "Gifted children need the opportunity to search for information; organize it in an acceptable way; have it made possible for them to communicate the information to others; and to draw conclusions concerning the material they have found. Creativity should be developed. They should have opportunities to do their work in many different ways . . .".

Additional resource material should be used with the major work group and the teacher should be ready at any proper time to go into individual unit work. These children should work at their own speed and progress into any phase of English that interests the group. Emphasis should not be on merely completing the sixth grade work, but the teacher should strive to enrich the program and broaden the base from which to work in future years.

Unit Tests are available upon regular requisition and should be ordered early in the fall.

Basic Text: McKee, McCowen, English for Meaning VI, Houghton Mifflin Co., Boston, 1959. New Text: Roberts English Series, Harcourt, Brace, and World.

Unit I Conversation and Discussion (five weeks)
Developing a desire to participate in discussions and conversations and improving the ability to converse and discuss.
Part I--Exchanging Ideas
Stress courtesy in talking and listening
Part II--Using Words Correctly
Part III--On Your Own
See page 54 of the teacher's edition. This section of the unit is conducive to creative writing.

Unit II Reports (four weeks)
Correlate with science, health, and social studies, giving topic reports in these areas rather than all those suggested in text.

Part I--Learning About Reports
Part II--Using Good Sentences
Part III--Help Yourself
This section of the unit stresses creative writing.

Unit III Stories and Poems (four weeks)
Part I--Telling stories and enjoying poems
Part II--Using nouns, verbs, pronouns, and conjunctions
Part III-Help Yourself
A review of this unit and further work in creative writing.

Unit IV Social Letters (pp. 166-204, three to four weeks)
Reasons for and writing of news letter, invitations and replies, thank you letters, cheer-up letters, congratulatory notes.

A. Motivating letter writing:
1. Take advantage of special days when cards and gifts are given or received.
2. Acknowledge people taken for granted who daily work in school, home, church, community:
a. parents
b. teachers and special personnel
c. scout leaders
d. custodians and cafeteria workers
e. doctors, nurses, etc.
3. Have children bring, read, and discuss some examples of good letters which have been received.

B. Activities:
1. Enter letter writing contests such as U.N. contest sponsored by Denver Post
2. Correspond with pen pal in other states or nations
3. Write absent classmates when ill or when congratulations are in order
4. Invitations to different kinds of parties and class functions
5. Imaginary letters--mail from outer space, mystery letters, three of your wishes will be granted and you must accept or refuse, giving reasons
6. Preparing announcements--events, lost and found, meetings, etc.
7. Capitalize on all school opportunities to write letters of request and appreciation--field trips, PTA room mothers, mothers who give time in throat culture, weighing, etc.

C. Points of emphasis
1. Addressing envelope correctly
2. Folding letters to fit envelope
3. Acceptable paper and envelopes
4. Clear, legible writing in ink
5. Correct punctuation and spelling

D. Review
1. Punctuation
2. Using good sentences
3. Recognizing parts of speech
4. Combining ideas
5. Compound subjects and predicates

Unit V Good Manners in Language (206-236, four weeks)

A. Conversation

1. Suitable places and topics
2. How to include others
3. When and how to change the subject

B. Introductions
1. Among children
2. Among children and grown-ups
3. Between sexes
4. Of a class
5. Of self

C. Using the telephone
1. Courteous use
2. Emergencies

D. Activities
1. Sketches, cartoons, posters showing correct and courteous means of communication
2. Use the telephone kit and films as well as telephone company resource people
3. Dramatizations
4. Riddles
5. Creative written conversations

E. Using Verbs Correctly
1. Regular and irregular (29 commonly used ones)
   a. Principal parts
   b. Helping verbs
2. Activities
   a. May I
   b. Marathon (no raising hand, no interruption, no stopping of ball--object is to know and hear correctly)
   c. Make up rhymes using principal parts--"Good, better, best-Never let it rest, 'Til the good is better, and the better best."

Unit VI Reports (238-268, four weeks)

A. Improving reports by emphasizing
1. Taking notes
2. Organizing
3. Reporting accurately
4. Making bibliographies
5. Outlining in greater detail

B. Giving reports
1. Keeping to the subject
2. Telling things in order
3. Making each sentence count
4. Paragraphing
5. Talking from outline or note cards

C. Activities
1. Oral and written reports correlated with social studies, science, health, reading, etc.
2. Personal experiences -- trips, vacations, etc.
3. Illustrated reports
4. Listening to reports
   a. taking notes
   b. giving constructive comments
   c. question and answer session

D. Review
1. Irregular verbs
2. Agreement of tense

E. Increasing vocabulary

Unit VII Business Letters (three weeks)

Learning the parts of a business letter and the importance of conciseness and directness in these letters.

A. Correct form
   1. Being businesslike
   2. Mail order forms
B. Correctness
   1. Capital letters and punctuation
   2. Contractions and possessive nouns
C. Review
D. Activities
   1. Correlating letters with other subjects - arithmetic problems, etc.
   2. Use of opaque projector in discussing pupil's letters

Unit VIII Descriptions and Directions (three weeks)

Learning how to give information through descriptions, directions, definitions, explanations, and understanding the reasons for accurate, concise language.

A. Rules for descriptions, directions, and explanations
B. Parts of speech
   1. Adjectives
   2. Adverbs
   3. Prepositions
C. Review
D. Activities
   1. Choose something in classroom to describe
   2. Descriptions of classmates
   3. Directions for classroom treasure hunt, etc.

Unit IX Reviews of Books and Programs (three weeks)

Giving oral and written reviews of books, movies, radio, and television programs.

A. Reasons and rules for giving reviews
B. Improving oral presentations
   1. Using voice to say what you mean
   2. Pronouncing troublesome words
   3. Poise
C. Review of important concepts taught in previous eight units
D. Activities
   1. Keep class file of reviews of library books
   2. Illustrate book covers for book reviews
   3. Use of choral reading to improve oral presentation--expression, inflection, etc.

SAMPLE LESSON--REGULAR GROUP

Time: 30 minutes
Lesson: "Talking and Listening," Unit 1, Part I, Lesson 1, Page 16
Materials: Textbook, an invigorated class, and an inspiring teacher
Purpose: To become familiar with the rules of courtesy in talking and listening
Objectives: To stress the use of talking and listening in other subjects and activities

To become acquainted with the students and to let them become acquainted with you and classmates.
To acquaint children with the proper way to conduct themselves in conversation and discussion.

Procedure: The teacher will study the manual, pps. 39-43 in preparation for this lesson and then follow the manual. It is a curriculum guide in itself. Use the manual, pps. 40-43. Be familiar enough with manual so you won't have to read each question directly from the book. Notice the use of the handbook in the teacher's guide, p. 19, and see the author's note in the teacher's guide, p. 38. The Handbook begins on page 352.

Lesson--Creative writing *
Time: 30 minutes
Materials: Imagination, Paper, and Pencils
Purpose: To encourage the student to use his imagination in developing an original story.
Objectives: To check proper sentence structure, capitalization, punctuation. etc. To encourage pupil to think clearly and orderly. To develop an awareness of good beginning sentence.

Procedure: Discuss what makes a story interesting (proper use and choice of words and plot).
Discuss why words are interesting (danger, hobo, etc.).
Develop interesting phrases--caught in the act, a strange twinkle to the coin, etc.
Use library books to illustrate choice of titles and good beginning sentences.
Say, "I'm going to read you a short paragraph, and you make up a story based on this information by class time tomorrow. You may make up your own title for your story."

"You have found a strange silver coin. It is so old that the inscription and date cannot be read. Yet, the coin has a strange fascination for you. You carry it in your pocket and call it your lucky piece. Then strange things begin to happen...."

* All children in the Cheyenne Schools are to have a creative writing experience at least once each week.

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SPELLING
Grades Four, Five and Six

Youngsters should utilize their Spelling ability in all written work.

MAJOR WORK GROUP

The children should have a regular textbook for their grade and should be responsible for the word list for the designated week. Suggestions given in the manual for procedure will not have to be followed so rigidly. In addition, these children will be responsible for extra work from the demon lists and from the suggested activities.

Objectives

1. Refer to the Regular Group Objectives and in addition, expand Spelling vocabulary including technical terminology. (See Major Group Activities).

Methods and Procedures

1. Refer to Regular Group.
2. Refer to Activities.

Major Group Activities

1. Divide the group into committees to make vocabulary charts showing diacritical marks, definitions, for arithmetic, science, social studies and health. This vocabulary should be well defined in legible print on a chart. Example:

   PHYS I CAL fiz' a kel

   1. Definition as applied in geography
   2. Definition as applied in science
   3. Definition as applied in health

2. Compile a classroom or individual dictionary.
3. Some form of creative work, using the current spelling vocabulary.
   a. News story
   b. Short story
   c. Riddle
   d. Essay
4. Crossword puzzles.

REGULAR WORK GROUP

1. Goals in Spelling should help boys and girls to spell independently. (This should include dictionary practice.)
2. To spell correctly, one must be sure that the symbols are the ones that are accepted and recognized by others.
3. To recognize and apply the structural analysis skills in building up word power.
4. Spelling should be stressed in all subjects.
5. There should be an understanding of the relationship between writing and spelling. Poor writing has caused many problems in spelling.

Procedures or Methods

1. Pronounce the list during which time the child should be:
   a. Listening for syllabication.
   b. Listening for vowel sounds and consonants.
   c. Visualizing the construction of the word.
   d. Getting the feeling of the word (definition).
   e. Trying to put the word to use.

Suggested Activities

1. Oral spelling (to hear the word).
2. Oral diction for the improvement of written spelling work.
3. Additional suggestions (refer to manual of textbook).
4. Spelling games.

a. "I Challenge". Dictate words orally from an advanced or below-grade level. Two people up. One person spells the word, the other challenges the spelling of the word. Person misspelling the word sits down and the other one becomes the challenger. Another child then becomes the new speller, etc.

b. Oral Spelling Stepping Stones. All children get in places alphabetically. Teacher pronounces the word, not telling if the word has been spelled correctly or incorrectly. The child next to him may pick up the misspelled word by saying, "I would like to pick up Mary's word." He pronounces the word and spells it correctly. If he spells it correctly, then he takes her place. Sometimes if the word is passed up by more than one speller, eventually someone gets it. When the game is finished, each speller takes his regular place the next time by the little card which is kept by the teacher. She calls out the name and the child takes his place and continues. Every time he makes the top, he gets credit on the back of his card.

c. Spelling Baseball. Choose sides evenly. Each side has a pitcher, catcher, first, second and third basemen, and batters. Pitcher gives word to batter. If he spells it correctly, he goes to first base. Next batter comes up, etc. If batter cannot spell the word, the catcher has a chance to spell the word. If he spells it correctly, it is an out for the team at bat. If he cannot spell the word, it goes to the first baseman. If he spells it correctly, it is an out. If he cannot spell it correctly, the third baseman gets a chance. If none of the opposing side can spell the word, it is dropped; no team gets an out or a score. Three outs and the other team comes to bat. A new word is then given the batter. The batter must go to first, second, and third bases and come home before his team has a score.

d. Activities also include the old fashioned "Spelling Bee".

BASIC WORK GROUP

This group works slowly and solicits more individual help. Achievement and progress are limited and may be slow.

Objectives

The same objectives as recommended for the Regular Work Group should

be followed in working with the Basic Work Group. The accomplishments will be limited and slow.

Procedure

1. Board work should be done by the pupil. This will correlate spelling and writing.
2. Reduce the word list in accordance with the child's ability to use the words in all written work.
3. Word list should include commonly spelled words found in daily written work.
4. Again, spelling procedure should follow the procedure suggested for the Regular Group.

Activities

Refer to Regular Group, but simplify the listed activities.

Recommendations for all Groups

1. Teachers using My Word Book should have at least one copy of Teacher's Edition, Goals in Spelling, for use in his grade.
2. Felt pens should be available in each building to be used for chart work.

Audio-Visual Materials

Who's Mispronouncing (color dictionary usage)	FS - L7
New Spelling Goals	FS - R13, 14 R15, 16
Hearing Rhymes (plus manual) (color)	FS - R14
Words and Their Meanings (color)	FS - L9
Small Letters, Numbers in Cursive Writing	FS - 06
Small Letters, Numbers in Manuscript Writing	FS - 07

HANDWRITING
Grades Four, Five, and Six

Goals

1. To form good writing habits.
2. A realization that handwriting is basically a skill.
3. Make handwriting legible.
4. Good writing shows speed, grace, and beauty.
5. A realization that writing is a valuable contribution to mankind as a tool for language expression.

General Statements

The following suggestions or statements are applicable to any Work Group:

1. Adjust the program accordingly.
2. Develop and stress letter formations.
   a. To get the feeling of the letter, write in air.
   b. See; teacher writes the letter on the board.
3. Respect efforts and abilities of each child.
4. Encourage self-direction and self-appraisal.

Methods

1. Recommendations in teaching letter formations, group letters with same beginning strokes for study and practice, such as:

a.	a	d	g	q			
b.	e	l	b	f	h	k	
c.	n	m	y	z	v	x	
d.	i	j	u	w	s	r	t

2. Watch for common errors, such as these:

   a. Failure to close the letters a, d, and g. Pupils may write words such as gold, dog, dare, and analyze their letters, a, d, and g.
   b. Failure to make round tops for m and n. Pupils may write words such as no, nail, make, name, and analyze their writing of the letters m and n.
   c. Making loops at the top of i and t. Pupils may write words such as it, tin, nine, trip, and analyze their writing of the letter i and t.
   d. Failure to give l and e top loops. Pupils may write words, such as late, let, lend, and analyze their writing of the letters l and e.
   e. Failure to make the tops of u pointed. Pupils may write words such as up, under, run, and analyze their writing of the letter u.

Basic Materials

1. Zaner-Bloser Handwriting Aid for Teachers.
2. Cursive Wall Cards.
3. Gaining in Skill (Pupil booklets)

Audio-Visual Materials

1.	Capital Letters in Cursive Writing	FS-04
2.	Small Letters, Numbers in Cursive Writing	FS-06

UPPER ELEMENTARY READING PROGRAM

Objectives

Objectives for teaching reading in the middle grades center on the essentials that help children grow in competence in the act of reading.

1. To help pupils become increasingly adept in using context clues.

2. To stress word-analysis skills and understanding to help children grow steadily in ability to (a) hear and identify sounds, syllables, and accent; (b) associate vowel and consonant sounds with appropriate letters of the alphabet; (c) use spelling patterns and accent as clues to correct pronunciation of words; and (d) understand the structure of words and their roots and affixes.

3. To provide opportunity for increased proficiency in using a dictionary and an ever-enlarging knowledge of words and their meanings.

4. To focus children's attention on the many ways our language grows and changes.

5. To teach content subjects in a way which reinforces insights and skills taught in reading itself.

6. To teach effective reading of information reading matter and reacting critically to questionable statements.

7. To help pupils to begin mastering the proper techniques for skimming and previewing reading materials.

8. To provide materials and classroom experiences which will entice pupils into reading on their own the worthy juvenile literature intended for their use.

9. To stress need for pupils to demand meaning from what is read and need for setting purposes for reading.

Reading Skills and Abilities

The program of reading skills for the middle grades provides for steady growth in ability to:

1. Associate sound and meaning with a printed symbol instantaneously

2. Perceive relationships between context meaning

3. Use context clues to identify printed words and determine appropriate meaning

4. Identify printed words by using consonant, substitution, word analysis, and context:

    a. associate consonant and vowel sounds with letters that commonly represent them

b. perceive syllables and accent in spoken words
c. use spelling patterns, accent, and context as clues to vowel sounds
d. use context clues to determine accent
e. identify inflected, derived, and compounded forms and contractions
f. identify root words in inflected, derived, and compounded forms

5. Derive meaning and pronunciation of words in a dictionary:
   a. identify root words in inflected or derived forms
   b. comprehend definitions
   c. use context to select appropriate definitions and determine accent or function
   d. Use a pronunciation key to interpret dictionary symbols
   e. use dictionary symbols to derive correct pronunciation

6. Recognize purpose for reading

7. Comprehend literal and implied meanings of words, phrases, sentences, and longer passages.

8. Perceive relationships: sequence, cause-effect, part-whole, time, place, time-place, values, analogous, anachronistic, general-specific, class, size, between details, between main ideas and supporting details, between units of meaning in different word forms.

9. Follow sequences of ideas

10. Note or recall details

11. Grasp main idea and identify supporting details

12. Identify internal clues as means of recognizing role of individual paragraphs in total pattern of writing

13. Form and react to sensory images; visual, auditory, olfactory, kinesthetic, tactile

14. Make and check inferences

15. Anticipate action, emotional response, or outcome

16. Compare and contrast

17. Sense emotional reactions, infer motives, and identify personal traits of story characters

18. Evaluate actions and personal traits of story characters

19. Identify points of view and attitudes of story characters

20. Organize and summarize ideas

21. React to content, link it to personal experience, and assimilate ideas

22. Evaluate, make judgments, draw conclusions, and generalize in light of author's purpose, mood, or attitude: relevancy of material for purpose, inconsistencies, "loaded" words, fact versus opinion, characterization, elements of style or plot structure, data assembled from a variety of sources

23. Follow sequence and identify plot structure

24. Recognize and respond to author's purpose

25. Recognize and respond to clues to pace, mood, pitch, intonation, stress, and rate in oral reading

26. Locate information for specific purposes:
    a. recognize function of different kinds of reference materials
    b. select and evaluate kind of reference material needed
    c. recognize the function of alphabetical arrangement and guide words
    d. use alphabetical sequence to locate information
    e. recognize the function of a table of contents, chapter title, section titles, and topic headings
    f. interpret charts, graphs, and diagrams
    g. identify key words in questions or problems
    h. skim to locate specific words or synonyms of key words, sentences or passages for different purposes
    i. preview all or parts of selections, chapters, or books

Understandings of Language

Understandings that underlie the skills and abilities developed in middle grade reading are:

1. Printed language represents spoken language.

2. Spoken words are patterned arrangements of consonant and vowel sounds.

3. The same sound may be represented by more than one sound and the visual clue to vowel sound is the spelling.

4. In words of more than one syllable, one syllable is accented more than the other or others.

5. Visual clues to vowel sounds usually apply only in accented syllables.

6. The vowel sound heard most frequently in unaccented syllables is the schwa, which may be represented by any vowel letter.

7. Most words have more than one meaning, and the clue to the meaning is usually the context in which the word is used.

8. A root word retains one of its meanings in an inflected, derived, or compounded form.

9. An affix has a meaning and/or function.

10. The spelling of a word may change before an ending or suffix.

11. Certain suffixes are clues to accent.

12. Although the intonations of speech are incompletely presented in printed language, punctuation and certain other graphic devices provide clues.

13. Language grows and changes as new words are coined for new products, inventions, and experiences.

14. Words are borrowed from other languages and old words take on new meanings and uses.

Attitudes, Habits, and Interests

In the middle grade reading program children are motivated to:

1. Demand meaning from what is read

2. Adopt an inquiring attitude

3. Scrutinize the whole word before analysis

4. Use understandings, scrutiny of whole word, word-analysis skills, and context to identify unfamiliar words while reading

5. Read to the end of a sentence, paragraph, or total selection to comprehend meaning or grasp the main idea

6. Seek and select a book to satisfy personal interests or specific purposes

7. Set purposes for reading and adjust reading behavior to the reader's purpose and nature of the content

8. Select material appropriate to specific needs, interests, or purposes

9. Read critically for a variety of purposes

10. Turn to a dictionary to determine or check meaning and/or pronunciation of words

11. Widen scope of interests to include fiction, nonfiction, poetry, drama

Appreciation and Tastes

In the middle grade reading program, appreciation of what an author says and how he says it and a cultivation of reading tastes is fostered as children learn to:

1. Recognize a well-constructed plot

2. Recognize and react to behavior and values of story characters

3. Recognize and react to convincing characterization

4. Recognize and identify ways an author portrays or reveals character.

5. Recognize inherent value or superficiality of theme

6. Identify and evaluate elements of style used by an author
   a. figurative, picturesque, and idiomatic language
   b. colloquialism, slang, and dialect

7. Identify and evaluate author's purpose and the techniques used to achieve his purpose

Review Exercises

Reading instruction in the middle grades must carry forward and build upon competence developed in the primary grades. Some children, however, may not have mastered these skills sufficiently to read successfully on their own. A section of the Teacher's Edition of Cavalcades, Book 6 Basic Reader published by Scott, Foresman and Company, provides step-by-step procedures for reteaching and reinforcing word perception skills taught at preceding levels. Needs of the children will determine how these exercises are used. With some pupils a brief review, using a few of the suggestions in each section, will suffice. With others it may be necessary to use a series of related exercises to introduce skills children have missed.

Review exercises in Cavalcades Teacher's Edition are:

1.	Using Context Clues:	pp. 314-317
2.	Using Structural Analysis:	pp. 318-329
3.	Using Phonetic Analysis:	pp. 329-342
4.	Using a Dictionary:	pp. 343-358

Teacher's Manuals

Systematic use of the teacher's manual for the reading text will insure the presentation of skills in an orderly developmental pattern. The manuals suggest procedures for introducing selections, extending interpretation of them, increasing competence in skills and abilities that pertain to reading, encouraging personal reading, and providing for individual differences.

A story a day is not the goal. The needs of the group will help the teacher decide how many reading periods are needed to successfully complete all the important steps in the lesson.

Workbooks

Workbooks are available for and should be used with the basal readers.

Workbooks provide special practice on skills that have been introduced either in the reader or by the teacher as proposed in the teacher's guide.

It is vital that workbooks be used in such a way that the pupil understands how to proceed in doing the exercise, that the responses are carefully checked, and that the pupil understands why his mistakes are mistakes.

Tests

Tests are available from the stockroom for Scott, Foresman and Houghton Mifflin basal readers. These tests should be administered as soon as the book is completed and individual results of the tests should be recorded on the Cumulative Individual Record for Basic Reading tests.

Dictionary Skills

The Thorndike-Barnhart Junior and Advanced Dictionary will be used in the sixth grade. The lessons that appear at the front of the dictionary are planned for children who are learning how to use it. These lessons are organized on four sections--the first designed to help pupils locate words in a dictionary, the second to help them find and use definitions, the third to help them interpret pronunciations, and the fourth to help them use a dictionary for spelling and writing.

AVAILABLE READING TEXTS FOR UPPER ELEMENTARY PROGRAM

Reading Level	Title	Publisher
Book 2-2	Town and Country	Allyn & Bacon
	Over a City Bridge	American
	Open Doors	American
	Around the Corner	Ginn & Company
	Friendly Village	Harper Row
	From Fins to Feathers	Harper Row
	On We Go	Houghton Mifflin
	Basic Reading 2-2	Lippincott
	Just for Fun	Lyons and Carnahan
	Shining Bridges	MacMillan
	More Friends Old and New	Scott, Foresman
	Wide Horizons (Book 2) (Enrichment)	Scott, Foresman
	Moving Ahead (remedial)	Scott, Foresman
	People on Parade	Winston
Book 3-1	Magic Windows	Allyn & Bacon
	Beyond Treasure Valley	American
	Finding New Neighbors	Ginn and Company
	Through the Green Gate	Harper Row
	From Faraway Places	Harper Row
	Meadow Green	Heath and Company
	Looking Ahead	Houghton Mifflin
	Basic Reading 3-1	Lippincott
	Stories from Everywhere	Lyons and Carnahan
	Better Than Gold	MacMillan
	Roads to Follow	Scott, Foresman
	Splendid Journey (Remedial)	Scott, Foresman
	Into the Wind	Winston
Booc 3-2	Story Caravan	Allyn & Bacon
	Along Friendly Roads	American
	Open Roads	American

Reading Level	Title	Publisher
	Friends Far and Near	Ginn & Company
	If I Were Going	Harper Row
	From Bicycles to Boomerangs	Harper Row
	Climbing Higher	Houghton Mifflin
	Basic Reading 3-2	Lippincott
	Once Upon a Storytime	Lyons & Carnahan
	More Than Words	MacMillan
	More Roads to Follow	Scott, Foresman
	Wide Horizons (Book 3) (Enrichment)	Scott, Foresman
	Speeding Away (Remedial)	Scott, Foresman
	Across the Valley	Winston
Book 4	Open Gates (Transition)	Allyn & Bacon
	Believe and Make Believe	Allyn & Bacon
	American Adventures	American
	Paths to Follow	American
	Roads to Everywhere	Ginn & Company
	Trade Winds	Harper Row
	From Codes to Captains	Harper Row
	Peacock Land	Heath & Company
	High Roads	Houghton Mifflin
	Basic Reading 4	Lippincott
	Meeting New Friends	Lyons and Carnahan
	The Magic Word	MacMillan
	Just Imagine (Transition)	Scott, Foresman
	Ventures	Scott, Foresman
	Wide Horizons (Book 4)(Enrichment)	Scott, Foresman
	Open Highways (Book 4) (Remedial)	Scott, Foresman
	Around the Bend (4-1)	Winston
	Above the Clouds (4-2)	Winston
Book 5	Finding the Way	Allyn & Bacon
	Adventures Here and There	American
	Frontiers to Explore	American
	Trails to Treasure	Ginn & Company
	Crossroads	Harper Row
	From Actors to Astronauts	Harper Row
	Silver Web	Heath & Company
	Sky Lines	Houghton Mifflin
	Basic Reading 5	Lippincott
	Days of Adventure	Lyons & Carnahan
	Bold Journeys	MacMillan
	Vistas	Scott, Foresman
	Wide Horizons (Book 5) (Enrichment)	Scott, Foresman
	Open Highways (Book 5) (Remedial)	Scott, Foresman
Book 6	Arrivals and Departures	Allyn & Bacon
	Adventures Now and Then	American
	Widening Horizons	American
	Wings to Adventure	Ginn & Company
	Seven Seas	Harper Row
	From Coins to Kings	Harper Row
	Treasure Gold	Heath and Company
	Bright Peaks	Houghton Mifflin
	Basic Reading 6	Lippincott

Reading Level	Title	Publisher
	Stories to Remember	Lyons & Carnahan
	Into New Worlds	MacMillan
	Cavalcades	Scott, Foresman
	Wide Horizons (Book 6) (Enrichment)	Scott, Foresman
	Open Highways (Book 6) (Remedial)	Scott, Foresman
Book 7	High Trails	Allyn & Bacon
	Adventure Bound	Houghton Mifflin
	Basic Reading 7	Lippincott
	Call to Adventure	Lyons & Caranahan
	Parades (7-1)	Scott, Foresman
	More Parades (7-2)	Scott, Foresman
	Adventures for Readers - Book I	Harcourt, Brace
Book 8	Widening Views	Allyn & Bacon
	Journey Into America	Houghton Mifflin
	Panoramas (8-1)	Scott, Foresman
	More Panoramas (8-2)	Scott, Foresman

SOCIAL STUDIES

Over-all objective of the new social studies is to give children a broad understanding of human society for effective citizenship in a changing world. The program is an inter-disciplinary one with concepts drawn from history, geography, economics, political, science, sociology, and anthropology.

In view of the modern trends in the field, this will be a year of experimentation and study of curriculum in the area of elementary social studies in the Cheyenne Public Schools. New textbooks from various publishers will be used in pilot studies.

Those teachers not using experimental books will continue to use the old text and units of study.

Aims

The Social Studies Program offers to the pupil an opportunity for a deeper understanding of the physical and social environment of peoples of the Western Hemisphere and serves as a guide to aid him in accepting individual responsibility in a democratic society.

Objectives

Acquire fundamental geographical concepts; understand vocabulary, read maps, and comprehend the importance of transportation and communication.

Develop skills and tools of thinking, of evaluating, or organizing, and of using reference materials to stimulate the desire for learning about people who are his neighbors.

Allow for sharing information through reporting orally or written; constructing, dramatizing, singing, dancing and drawing.

Teach the growing need for a better understanding between peoples and nations and their interdependency one upon the other. Respect the dignity and rights of all people without regard to race or nation.

Develop the understanding that all people of the Western Hemisphere have the right to call themselves "Americans".

Acquire an appreciation of democracy and its importance to our way of life. Understand the dangers in communistic forms of government and dictatorships while gaining an understanding of the poverty and lack of education which make possible the spread of such governments.

Current Events

The study of current events and contemporary affairs is an integral part of any social studies program. Without it the program is inadequate and incomplete. It is through this study that much of the material taught in the social studies takes on significant meaning for the pupil. This reason alone would require a social studies program with a strong emphasis on the study of current events.

Other reasons for such a study in the social studies program are those which help the pupil to

grow increasingly sensitive to the world around him

evaluate immediate experience by a growing system of beliefs and values rooted in the inherent worth of the individual and the ideals of a democratic society

gain insight into the affairs of the society of which he is a member and to develop civic intelligence

think about events and his place in them

gain understanding of some of the thoughts, beliefs, and achievements of noted living men and women

form opinions based on facts and the study of issues

evaluate and use various sources of information.

In selecting current events or contemporary affairs material, the twin criteria of suitability and reliability should be kept in mind. The age, experience, and understanding of the class are important factors to consider.

In using current events material, the pupils should be made aware of the difference between truth and rumor, fact and opinion, verity and propaganda, and the particular viewpoint that an individual or organization is likely to express.

GEOGRAPHICAL CONCEPTS	HISTORICAL CONCEPTS	SOCIAL UNDERSTANDINGS
Consulting maps for information without specific direction.	Relate geographical concepts to discovery, exploration, trade, current affairs, and development.	Recognizes the need of group action to solve problems.
Using maps in newspapers, magazines, and books in relation to their reading.	Settlement patterns.	Appreciation for the dignity and worth of each individual.
Understanding and using an atlas.	Effect of early exploration and settlement on governments, economies, and cultures.	Concern for the welfare of others.
Measure and estimate distances on maps.	Influence of the Spanish conquest.	Accepts duties and obligations in the various groups to which one belongs.
Compare maps of different scales.	Historical background of governments.	Understanding of own abilities, interests and needs.
Using a comprehensive legends on a variety of different kinds of maps.	Development of the Inca and Aztec background and influence.	Cherishing democratic values and basing actions on them.
Using social studies vocabulary easily and accurately.	Influence of English and French in Canada.	Appreciation of educational, cultural facilities.
Interpreting altitude and drawing inferences.	Political and economic development and importance.	Respect for authority - both delegated and constituted.
Understanding and using non-pictorial symbols.	Contributions of these countries to civilization.	Loyalty to ideals.
Understanding how latitude affects the length of daylight in summer and winter.	Relationships to the U.S.	Importance of personal integrity.
Recognizing on an outline map the countries, most important cities, rivers, lakes.	Leaders in the various countries and their contributions.	Appreciation of interdependence of the Americas.
Be able to make and use simple sketch maps to illustrate a point.		Sympathetic understanding of the problems of our Northern and Southern neighbors.
Map projections: recognize Mercator, equal area map, polar projections, hemispheres.		No matter where man lives he is confronted with similar needs and problems.
Express distance on a map in terms of time as well as miles.		Necessity of conservation.
Relationship of latitude to miles and longitude to time.		Accepting one's self is basic to accepting others.
Trace the course of river from source to mouth.		People overcome natural barriers within limits and make changes in their environment to suit their needs.
Using two or more maps to gather information about the same area.		People have spread civilization by means of transportation, communication, migration, trade and travel.
24 time zones.		People in democratic nations are striving to secure
Circle measurement in degrees and minutes.		

GEOGRAPHICAL CONCEPTS	HISTORICAL CONCEPTS	SOCIAL UNDERSTANDINGS
Measurement in degrees and minutes. Measurement of great circles in miles. Satellite orbits. Earth-sun relationship Using and Making maps for special purposes.		international goodwill and peace. The undemocratic systems of other peoples are a threat to our security. National and international problems are often caused by geographical conditions. Group cultures tend to become more alike as the world grows smaller.

ATTITUDES, VALUES, IDEALS	SKILLS, ABILITIES, HABITS
Appreciation of the obligations of all peoples to each other. Respect for people of other nations and their ways of life. Appreciation of the importance of democratic government to the individual as well as for national well-being. Fair-mindedness. Intellectual curiosity. Tolerant understanding. World mindedness. Initiative. Self discipline. New conditions make new demands. Open-mindedness. Interrelatedness and interdependence of men and of societies. Willingness to abide by decisions of majority. Sensitivity to social problems and conditions. Loyalty to democratic principles.	Critical thinking. Cooperativeness. Respect for rights of others. Self respect. Creative thinking. Industry. Respect for property. Development of individual talents. Practice good human relations. Practical experience in democratic procedures. Relating educational experiences to the practical. Sharing responsibilities. Effective use of language. Skill in interpreting and synthesizing learning through oral or written reports, murals, etc. Skill in evaluative processes. Skill in group processes - democratic processes. Skill in raising pertinent comments and questions. A desire to check facts and compare sources. Improving recording skills. Realization that certain types of information can be read better and more quickly from maps and globes than from printed page. Using library facilities. Using graphic information. Developing a sense of time and chronology. Ability to participate effectively in group endeavors. Willingness to act courageously in behalf of principles. Familiarity with technical vocabulary. Drawing conclusions from fact and distinguishing fact from opinion. Reasoning from cause to effect.

UNIT I - Exploring American Neighbors (two weeks)

Have students learn who our American neighbors are.

Through the use of maps and a globe, help the students understand the following geographic concepts that should be developed:

1. Shape and size of the earth.
   a. Circle measurement in degrees and minutes.
   b. Measurement of great circles in miles.
   c. Comparison of distances.
   d. Satellite orbits.

2. Direction.
   a. Direction on the globe or any map projection.
   b. Parallels and meridians.

3. Scale.
   a. Meaning of scale.
   b. Comparison of maps of different scales.

4. Location.
   a. Latitude.
   b. Longitude.

5. Earth-sun relationship.
   a. Rotation and time.
   b. Cause of seasons.

6. Symbols.
   a. Relief as shown by merged colors.
   b. Special-purpose maps for vegetation, agriculture, transportation, climate, population.
   c. Use of legend in describing countries, rivers, cities, etc.
   d. Recognition of countries, cities, and regions as they are studied.

UNIT II - Mexico (five weeks)

A study of the map of Mexico and discussion of what is known of our border neighbors on the south will pave the way for a trip through the country (Rand McNally Handbook, pp. 103-104).

Emphasize the influence of climate of northeastern Mexico making it more of a region for cattle raising than for agriculture.

Study of the people in the villages to better know their customs.

Develop a study of life on the Central Plateau and the Aztec Indian influence.

The Spanish Conquest; its influence upon the people, rebellion that lead to independence. Landholding should be given a great deal of emphasis.

Mining, manufacturing, handicrafts, along with governmental and religious influences are very important in developing a study of Mexico.

UNIT III - Central America (three weeks)

From a study of the map, establish Central America as a crossroad between the Americas. Refer to pages 103 and 104 in Rand McNally Handbook.

Develop each small country in relation to people, customs, industry, trade, government, natural resources, and progress.

UNIT IV - South America: Old and New (two weeks)

The introduction to South America should include a complete map study of the continent, with emphasis on latitude, longitude, and the temperate regions. (Refer to Rand McNally Map and Globe Usage, pp. 105-109.)

Develop the historical background during the colonization period.

UNIT V - The Countries to the North (three weeks)
Venezuela, Columbia, Ecuador

Give full development to a study of Venezuela, Columbia, and Ecuador in relation to geographic location, climate, vegetation, industry and trade; government, transportation, natural resources, and the effect of these on the lives of the people.

A study of the rivers as "highways of trade", the cities as landmarks of progress, the mountains and lowlands as natural regions will contribute to the story of people of the three countries of the North.

UNIT VI - Along the Andes (three weeks)
Peru, Bolivia, Chile

Develop the contrast in terms of climate, natural features, and natural resources, and, therefore, in the living conditions of the people of Peru, Bolivia, and Chile.

Study the effect of contrasts on the daily lives of the people and how they create problems and affect progress.

Development of the Inca background and influence will add color to the story of the people along the Andes.

UNIT VII - The "Silver River" Countries (three weeks)

Always in preparation for study of a geographic region, maps of the region should be studied carefully. The same development should be given to the study of Argentina, Uruguay and Paraguay as was suggested for the preceding countries.

Compare Argentina with the United States as to progress in government, education, and internal development.

Establish the relationship of the United States and Argentina as competitor and customer and the need for being good neighbors.

Develop Uruguay as a country that is very much like Argentina with a government that is unique among other governments of South America. This may be shown through comparison as one of the most progressive countries.

Develop Paraguay as a country that has developed slowly because of its isolated location, poor leadership, and costly wars.

UNIT VIII - Brazil and the Guianas (three weeks)

Build an understanding why Brazil is such an important country in South America.

Establish Portuguese background and influence with emphasis that people of many nationalities and races live in Brazil and enjoy equal opportunities.

The products, natural resources, and the development of industry should be given importance.

Explore the Amazon as a strange "unknown land" with many wonders.

A study of the history of Brazil and the formation of the republic will give an understanding of the people.

The Guianas as colonies of European countries are important to be understood as our neighbors as well as the republics of South America.

UNIT IX - The West Indies (two weeks)

Establish the location of the West Indies, their position in relation to the United States and South America, like stepping stones; their climate, products and land surface.

Clarify Puerto Rico as a possession of the United States, with the privilege of electing its own governor and making its own laws.

Hispaniola and Haiti as republics and the history of their independence, with their importance in present-day history should be developed.

The history of Cuba and how the people became free should be expanded.

The present events in Cuban history should be made clear through research in current publications and current events reporting.

UNIT X - Canada (11 weeks)

Develop map study skills. Follow suggestions from the Rand McNally Handbook of Map and Globe Usage.

Compare the natural resources, physical features, and the climate of Canada and the United States.

Have students understand that ways of making a living, in food, clothing, and housing the people of Canada and the United States are similar.

Teach the history, land, and occupations of the people in the Atlantic provinces and teach how the environment affects the way in which people live.

Teach an understanding of why Quebec and Ontario are Canada's leading provinces and why there are both French and English influences in this region.

Develop the settlement and growth of the Prairie provinces so that pupils will understand how the people have tried to solve the problems made by their environment; how they have utilized their resources, and how the people of the United States exchange goods with the people in the Prairie provinces.

Teach how the natural features of British Columbia differ from those of other Canadian provinces; how its industries and occupations resemble those of our northwestern states, and teach an understanding of the problems that hinder the development of the Northwest.

Suggested Activities

See the teacher's Guide to Exploring American Neighbors.
Do the re-exploring at the end of each unit.
Have a culminating activity at the conclusion of each unit.
Correlate social studies with art, music and folk-dancing.

Basic Text

GRAY, W.H.; HANDCOCK, R.; GROSS, H.H.; HAMILTON, D.H.; MEYERS, E.A.; Exploring American Neighbors, Chicago, Follett Publishing Company.

Supplementary Text for Map Study

McCONNELL, W. R., Geography of World Peoples, Chicago, Rand McNally and Company, 1952

Teacher References

DALE, EDGAR, Audio-Visual Methods in Teaching, Dryden Press, 1954
BURTON, WILLIAM H., The Guidance of Learning Activities, Appleton-Century-Crofts, 1952
FITZSIMMONS, LORRAINE, Hawaii for Today's Children, University of Hawaii, Honolulu, 1959
MICHAELIS, Social Studies for Children in a Democracy, second edition, Prentice Hall, 1956
MOFFATT AND HOWELL, Elementary Social Studies Instruction, New York, Longmans, Green and Company, 1952
PRESTON, RALPH C., Teaching Social Studies in the Elementary Schools, edition, Rinehart, 1958
TIEGS AND ADAMS, Teaching the Social Studies, A Guide to Better Citizenship, Ginn and Company, 1959

Rand McNally, Handbook for Map and Globe Usage, 1959

ARITHMETIC

Text: Morton, et al., Modern Arithmetic Through Discovery, Silver Burdett Company, Chicago, 1963

Suggested Material to be Covered and Approximate Time Allotment:

First Quarter - pp. 1-71

Learning Stage 1 - pp. 1-39

Rounding numbers
Names for numbers
Place value
Exponents and place value
A different place-value system; base six
The base six and base ten systems
Roman numerals
What addition and subtraction mean
Regrouping
What multiplication and division mean
A discovery about multiplication
A short form for multiplication
Experimenting with multiplication
A discovery about division
A special form to show division
Sentences that compare numbers
A short form for division
Estimating quotients

Learning Stage 2 - pp. 40-71

Naming fractional parts
Fractions on a number line
Equivalent fractions
Exploring addition of fractional numbers
Subtraction with like fractions
Regrouping in subtraction
Expressions having equal value
Addition and subtraction with unlike fractions
Thinking it through
Common denominator
Least common denominator
Analyzing a problem

Second Quarter - pp. 72-147

Learning Stage 3 - pp. 72-115

A new kind of sentence
A pattern for multiplication
Mixed fractions and multiplication
A useful short cut in multiplication
Division with fractions
Using reciprocals in division
The short cut in division
Using the common denominator method
Two ways to use fractional numbers

Patterns in multiplication and division
Expressing remainders as fractions

Learning Stage 4 - pp. 116-147

Standard unit of measure
Precision
Error of measurement
Standard units of weight
Ratio
Working with ratio
Addition and measurements
Subtraction
Multiplication
Division
Speed
Perimeter and area
Scale drawing

Third Quarter - pp. 148-217

Learning Stage 5 - pp. 148-169

Decimals and common fractions
Tenths, hundredths, and thousandths
Place value
Decimals on the number line
Adding and subtracting with decimals
Rounding with decimals

Learning Stage 6 - pp. 170-195

Multiplication with decimals
Finding a pattern
Multiplying by 10, 100, and 1,000
Understanding numbers and numerals
Decimals and measures
Exploring division with decimals
Using the common denominator method
Finding a pattern and working with it
Expressing fractions as decimals
Expressing remainders
Dividing by 10, 100, or 1,000
Another look at the decimal system

Learning Stage 7 - pp. 196-217

Bar graphs
Line graphs
Pictographs
Making comparisions
Divided-bar graphs
Circle graphs
Short division
Working with ratio
Geometry
Line segments and rays
Angles

Planes
Measurement of angles
Standard unit of measure

Fourth Quarter - pp. 218-282

Learning Stage 7 (Continued) - pp. 218-238

Using the portractor
Parallel lines and perpendicular lines
When are lines parallel?
Closed figures
The rectangle
The square
The triangle
The circle
Arc degrees
Spheres and circles
Latitude and longitude
Planes and lines
The cube

Learning Stage 8 - pp. 239-261

Exploring percent
Using a diagram to interpret a percent
Percent as a ratio
Working with percent
Percents, fractions, and decimals
Expressing fractional numbers as percents
Table of equivalents
Finding a percent of a number
Interest
Finding what percent one number is of another
Percents and divided-bar graphs
Percents and circle graphs
Finding a number when a percent of it is known
Percent of increase and decrease
Problems

Learning Stage 9 - pp- 262-282

Another look at the number line
Negative numbers
Working with the new numbers
Prisms and their properties
Constructing models of prisms
Lateral area of a prism
The cylinder and cone
The pyramid

SCIENCE AND HEALTH

Objectives:

A good health and science program is concerned with today's child, interested in today's environment, and an awareness of the future. Children will need to develop these new insights and perceptions:

A new perception of matter. To enable children to respect the solidity of rock and to perceive that within the rock's immobility lies an aggregate of individual molecules in extreme agitation.

A sense of space. For children to have knowledge of its immensity and its minuteness, from the infinite dimension of the universe to the infinitesimal diameter of an electron.

A sense of time. For children to have knowledge of the millennia of stellar evolution, the life cycle of a mountain range, the brevity of a summer shower, and the almost inconceivable swiftness of an atom's vibration.

A sense of number and mathematical symbol. To enable children to move freely among the scale of light-years, degrees of temperature, degrees of parallax, dollars to buy a bicycle, magnification factors of a microscope, miles-per-hour of an automobile speedometer, and a reasonable estimate of the least possible number of minutes for doing homework.

A sense of relatedness. To enable children to understand that "no man is an island", that each of us plays a part in the complex structure of life on earth.

A sense of responsibility. To develop in children a desire to assume a greater personal responsibility for a strong and healthy body, and for making the community a better and safer place to live.

Basic Texts:

Bauer, W.W.M.D., Shacter, Wesley, and Pounds, About All of Us, Chicago, Scott, Foresman and Company, 1962
Frasier, George Willard, MacCracken, and Decker, Science Problems, Chicago, The L. W. Singer Company, 1962
Schneider, Herman and Nina, Science for Today and Tomorrow, Boston, D. C. Heath and Company, 1968
Lab Stacks are being placed in each grade. This is an outline for using the new Heath science book and a part of the health book for a good health and science program.

First Quarter

Health

Unit 3 - Healthful Living at School (p. 105-140)
Unit 4 - Healthful Living at Home (p. 141-155)
Audio-Visual Aids:

1.	Health Adventures, Part I, the Head	FS-L48 through FSL51
2.	Learning to Study Set	FS-K15 through FS-K21
3.	Work Habit Series	FS-J12 through FS-J17

4. Adventures in Character Dimensions FS-S9 through FS-14
5. Our Senses: What They Do For Us MP 224

Unit 6 - Safety for All of US (p. 205-228)

Audio-Visual Aids:

1. Let's Play Safe MP-19
2. Once Up-On a Bicycle MP-73
3. Safety on Two Wheels FS-G15
4. Tom Joins the Safety Patrol FS-H37
5. Charlie's Haunt (color) M.P. Bell Telephone Co.)Order through
6. Slips and Falls (color) M.P. Bell Telephone Co.)AV Dept.

Science

Basic Chemistry (p. 1-41)
Interpreting and Identifying (Process Block) p. 42-45
Teacher's Guide p.606-607

Audio-Visual Aids:

1. Atoms and Chemistry (Heath) FS-1J79
2. Atomic Energy MP-5
3. Introducing Atoms and Nucleur Energy MP 234
4. What are Elements and Compounds? FS-1A17
5. What is Soil? FS-G37
6. What's in the Atom? FS-1A29

Encyclopedia References: Teacher's edition P. 446

Sunlight and Life (p. 46-73)

Audio-Visual Aids:

1. Plant Factories (Heath) FS-1J78
2. Photosynthesis FS-1A10
3. Plant Life at Work (color) MP-26
4. Plants Grow and Change FS-K28
5. Study of Plant Growth Kit 16
6. Our Mr. Sun (color) M.P. (Bell Tel.Co.) Order through AV Dept.
7. How Sunshine Helps Us MP 210

Encyclopedia References: Teacher's edition p. 462

Second Quarter:

Science

Prehistoric Life (p. 74-99)

Audio-Visual Aids:

1. Story of Fossils FS-1A16
2. Digging for Dinosaurs Kit 21B
   (Book and Slides - Panorama viewer)
3. How Rocks are Formed FS-1A3
4. Elementary Science Charts (Rocks & Minerals) Kit 46

Encyclopedia References: Teacher's edition p. 474-475

Sound Waves (p. 100-129)

Audio-Visual Aids:

1. The World of Our Senses (Heath) FS-1J80
2. Sound for Beginners MP 214
3. Elementary Science Charts (Sound) Kit 46
4. How We Hear FS-C-52
5. How We Produce Speech and Sound FS-C53

6. The Far Sound (color) M.P. Bell Tel.Co. order through AV Dept.

Encyclopedia References: Teacher's edition p. 486

Sound and Communication (p. 130-151)
Coding and Classifying (Process Block) p. 152-157
Teacher's Guide p. 608-611

Audio-Visual Aids:

1. The Telephone and How It Works (Heath) FS-1J
2. Sounds Familiar (color)MP) Order from
3. Your Voice & the Telephone (color) M.P.) AV Dept.
4. Communication for Beginners MP 217
5. Communication in America FS-B26
6. Story of Thomas Edison FS-H2
7. Project: Telstar (color) M.P.) Bell Tel.Co. order through
8. Here is Tomorrow (color) M.P.) AV Dept.
   (Life of Alexander Graham Bell)

Encyclopedia References: Teacher's edition p. 496

Health

Unit 2 - A Healthful Community Helps All of Us (p. 23-103)

Audio-Visual Aids:

1. Health in Our Town FS-P53

Third Quarter:

Science

Light Waves (p. 158-191)

Audio-Visual Aids:

1. Light FS-D54
2. Light and Color PS-23
3. Light, Heat & Sound FS-U4
4. Putting Light to Work FS-J2
5. The Conquest of Light (M.P.Bell Tel.Co.) order through AV Dept.

Encyclopedia References: Teacher's Edition p. 510

Optical Instruments (p. 193-215)

Audio-Visual Aids:

1. Mount Wilson and Palomar Telescopes FC-1C33
2. Under the Microscope (Panorama book & slides) Kit-21J
3. Story of Lenses FS-1A27
4. The Eye and The Camera FS-1A46

Encyclopedia References: Teacher's edition p. 524

Radio and Television (p. 216-233)

Audio-Visual Aids:

1. Power for Us (Heath) FS-1J82
2. Genesis of the Transistor (M.P.Bell Tel.Co.) order through AV Dept.

Encyclopedia References: Teacher's edition p. 534

Science and Health

Observing Open and Closed Systems (Process Block) p. 276-281
Teacher's Guide p. 612-615

The Nervous System p. 234-275
Unit 7 - Understanding Our Bodies and How They Look p. 230-267
Audio-Visual Aids:

1.	The World of Our Senses (Heath)	FS-1J80
2.	The Human Machine (color)	MP-18
3.	Nervous System	FS-1A44
4.	Heart, Lungs, and Circulation (color)	MP 222
5.	Muscles and Bones of the Body (color)	MP 223
6.	Our Senses: What They Do For Us	MP 224
7.	Hemo The Magnificent (color) M.P.Bell Tel.Co.	order through AV Dept.

Encyclopedia References: Teacher's edition p. 552

Fourth Quarter:

Science

Astronomy: Time and Place (p. 282-315)
Audio-Visual Aids:

1.	Earth and the Other Planets (Heath)	FS-1J77
2.	Beyond Our Solar System	MP 231
3.	The Solar System (Panorama book & slides)	Kit 21K
4.	Earth in Space (Flannel Board Cutouts)	Kit 17
5.	Earth in Space	FS-W28
6.	Earth's Satellite-The Moon	FS-W30
7.	Universe and Space (Charts)	Kit 46
8.	Looking at the Stars	FS-E7
9.	The Moon	FS-S23
10.	Changing Seasons	FS-1A2
11.	The Solar System	FS-S25
12.	The Stars	FS-S26
13.	Universal Planetarium	Kit 36
14.	Universal Solar System	Kit 27
15.	The Sun	FS-S24
16.	The Sun and Its Planets	FS-W29

Encyclopedia References: Teacher's edition p. 572

Theories of Astronomy (p. 316-341)
Audio-Visual Aids:

1.	Rocket to the Moon (Panorama book & slide)	Kit 21F
2.	Rocket to the Moon	FS-1A28
3.	Earth Satellite - A Man-Made Moon	FS-P6
4.	Planets and Comets	FS-1C34
5.	Milky Way and Other Galaxies	FS-1C38
6.	Astronomy Through the Ages	FS-S21
7.	Astronomer at Work	FS-1A30
8.	Stars and Galaxies	FS-W32
9.	Work of Astronomers, Space Travel	FS-W34
10.	Astronomy	PS-54
11.	The Strange Case of The Cosmic Rays (M.P. Bell Tel. Co.)	order from AV Dept.

Encyclopedia References: Teacher's edition 5. 584

Oceanography and Engineering (p. 342-379)
Audio-Visual Aids:

1.	The Ocean (Heath)	FS-1J62
2.	Bridges, Part 1	FS-A44
3.	Bridges, Part 2	FS-A45

4. Wonders of the Pacific Shore (Panorama book & slide) Kit 21C
5. Largest Bridges FS-D36
6. Shellfish of the Seashore FS-G26
7. South Pacific Fish FS-A46
8. The Sea PS-49
9. Life in the Sea Set #1 PS-58
10. Life in the Sea Set #2 PS-59
11. Tools of Oceanography #3 PS-60
12. Ocean Geology #4 PS-61
13. Ocean Geology #5 PS-62
14. The Restless Sea (M.P. Bell Tel.Co.) order through AV Dept.

Encyclopedia References: Teacher's edition p. 600
Student References: Found at the end of each chapter of the teacher's edition.
Teacher References: Found at the end of each chapter of the teacher's edition.

ART

Children in Sixth Grade should achieve some measure of success in each of these mediums.

Do not limit yourself to these suggestions. Try ways of your own. Encourage individuality of expression.

Always explore a medium before you present it.

KNOWLEDGE AND SKILLS

Chalk, Crayon and Charcoal	Tempera Painting-Finger Painting-Watercolor	Paper Cutting and Construction	Modeling Materials
1. Understanding of a. Hue b. Value c. Intensity d. Primary, secondary, intermediate colors e. Warm and cool colors 2. Ability to find hues and their harmonies on color chart. a. Contrasting harmonies b. Related harmonies 3. Ability to use chalk and crayon in variety of ways. a. side c. end b. point 4. chalk on wet paper 4. Understanding of design elements for all surface decorations. a. rhythm d. repetition b. balance e. proportion c. variety f. contrast 5. Appreciation of beauty in line, form, color and texture. 6. Charcoal sketching a. Figure from model b. Landscape c. Still life 7. Perspective (one point) 8. Lettering (Upper and Lower case).	1. Variety of uses for tempra: a. Wash over crayon b. String painting c. Printing with stick, potato, innertube, etc. d. Spatter painting 2. Variety of ways to achieve texture. 3. Knowledge of water color techniques a. How to control medium b. Care of tools and materials c. Use of water color to represent moods 4. Methods of using finger paint: a. One color b. Several colors c. Freedom in experimentation 5. Use of ink a. Ink over crayon b. Ink stenciling and spatter work c. Lettering d. Line design 6. Poster making 7. Experimental attitude toward color mixing and harmonies.	1. Ability to fold and cut: a. Border repeats b. All-over design. 2. Ability to manipulate paper by: a. Curling b. Pleating c. Fringing d. Scalloping 3. Ability to construct with: a. tubes c. strips b. cones d. slots 4. Use of salvage material in construction. 5. Construction of three dimensional forms that move in space.(mobiles) 6. Use of variety in card and portfolio forms. 7. Construction of model for integration with other subjects 8. Ability to use effectively a wide variety of media and tools. 9. Ability to adapt paper sculpture to an increasing number of uses.	1. Clay a. How to model in round b. How to join pieces with slip c. Use of coil, slab, and free-form in designing dishes d. Ability to achieve large simple masses not easily broken e. Application of glazes f. Understanding of terms used in ceramics g. Knowledge of ways to decorate pottery 1. incised line 2. carved relief 3. embossing 2. Papier Mache a. Ability to use strip method 3. Sawdust clay (sawdust, flour, and water) a. Ability to mix and model 4. Salt & flour clay (2 parts flour; 1 part salt; water to make paste. Add food coloring to clay) a. Ability to mix and manipulate 5. Ability to do soap carving

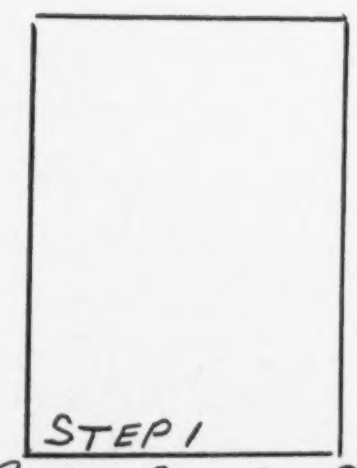
SUGGESTED PROCEDURES

Crayon, Chalk, Charcoal	Painting - Tempera, Finger Paint, Watercolor	Paper Cutting and Construction	Modeling Materials
1. Demonstrate use of color chart in locating contrasting & related harmonies. 2. Experiment with point, side, and end of crayon and chalk (work on large paper 12 x 18") 3. Use side crayon or charcoal for: a. Quick figure sketches b. Still life c. Sketches from nature 4. Show how to "fix" charcoal and chalk. 5. Develop ways of: a. Stenciling with crayon and chalk b. Getting variety in texture 6. Teach: a. Free-hand lettering (l) Use guide lines (2) Make capitals and small letters b. Perspective (l point) (1) Show by converging lines (2) Fading color (3) Higher placement on picture c. Crayon etching d. Crayon resist	1. Arrange desks in groups to aid in passing supplies. 2. Continue work with tempera a. Sponge printing b. Potato printing c. Printing with block, spool, stick and cork d. String designs. (Dip each end of string into different color. Arrange in design on half of 9 x 12" paper. Fold over, press tightly while drawing string out.) 3. Finger painting. Show how to wet paper, sprinkle finger paint, experiment with part of hand and arm, using zig-zag, wiggle, scallop, circles, spirals, etc. Press on wrong side when dry. 4. Water color. Show how to paint with full brush; paint with dry brush; have variety in strokes; paint on dry paper; paint on wet paper; mix colors; handle and care for materials and tools; paint from imagination and reality. Correlate with other subjects. 5. Teach pen and ink lettering and design.	1. Show how to: Fold & cut five or six sided designs; border repeats; all-over design. 2. Make art folder, decorate with all-over design. 3. Encourage the use of imagination in: construction of paper sculpture forms; building of animals, figures, etc., out of tubes, cones, & strips. 4. Have a "Fun Box" in which to keep a variety of salvage materials to be used in construction (spools, yarn, wire, corks, buttons, etc. 5. Encourage creativeness in the use of materials. 6. Develop variation in card folds: a. single c. accordian b. double d. pop-up 7. Construct mobiles a. use pliable wire, construction paper, salvage matls. b. Twist wire into rhythmic lines. Attach forms with thread so that they move freely in space. c. Bend coat hanger into circles. Suspend forms by thread. Build crepe paper flowers or forms on lower edge of circle to (?)	1. Show processes in working with clay: how to keep at proper working consistency; how to model from mass or add parts successfully; use slab, coil free-form in making pottery; application of glazes; methods of decorating by using incised line, carved relief, embossing; how to mix, store protect working surfaces, and clean up. 2. Papier Mache. Demonstrate how to make frame of crumpled or rolled newspaper; how to apply paste to paper strips (run through pan of wall paper paste then pull between thumb & finger to wipe off excess paste); how to apply over molds. 3. Salt and flour clay: show how to mix & color; how to work with small amount on piece of cardboard. 4. Soap carving: a. How to handle tools

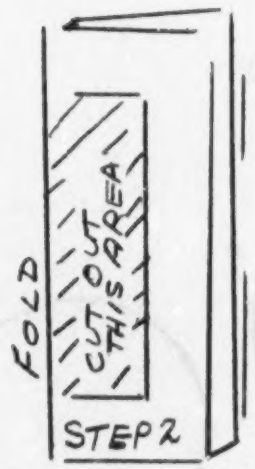
RECOMMENDED ACTIVITIES

Crayon, Chalk, Charcoal	Painting - Tempera, Finger Paint, Watercolor	Paper Cutting and Construction	Modeling - Carving Materials
1. Make individual color charts with movable hands which will show: a. Complementary b. Split complementary c. Related harmonies 2. Do scribble drawings in various volor harmonies. 3. Design with chalk (side, point) on dry and wet paper) 4. Use chalk for murals, wall hangings, scenery. 5. Make crayon stencil all-over designs for booklet covers or portfolios. 6. Assemble "fixed" charcoal sketches in booklet. 7. Encourage sketching outside of school. 8. Do crayon on cloth for wall hanging (set the color with warm iron) 9. Use lettering for signs, labels, booklets, etc. 10. Work from memory, still life, nature or imagination. 11. Do simple scientific and diagrammatic drawings. 12. Make maps and charts to correlate with other subjects.	1. Use tempera for: a. Painting modeled objects b. Murals c. All-over print design made with variety of objects. d. Crayon resist 2. Use finger painted papers for: a. Booklet covers b. Poster decoration c. Box covers d. Stage settings for puppet show e. Diorama background f. Mats for picture mounts g. Japanese lanterns and wall hangings (Oriental symbol with ink or tempera). 3. Use watercolor to: a. Decorate paper for construction by 1. Wet paper wash 2. Flat wash (Even tone) 3. Graded wash (dark to light) 4. Free brush painting on wet paper 5. Free brush outline over washes 4. Use water color for illustrations. 5. Single stroke lettering done with lettering pen. 6. Simple all-over design with pen and ink.	1. Free-hand cutting of figures and objects for correlation with other subjects 2. Folding and cutting: a. Five-pointed star b. Six-sided design (snow-flakes, flower shapes) c. Stencils 3. Build paper sculpture forms and figures. 4. Use paper sculpture effects on bulletin boards. 5. Cut letters for posters signs and labels. 6. Make portfolios for art work (finished size 12x18") 7. Make booklets of various types: a. Single fold b. Loose leaf c. Accordian fold d. Pop-up 8. Build dioramas. 9. Make figures and models for shadow plays or story illustration. 10. Make masks, simple costumes and prop for dramatizations. 11. Do soap carving, animals, etc.	1. Water-base clay: a. Make leaf dishes, clay animals, pottery, figures, etc. in coorelation with other subjects. b. Decorate choice pieces with glaze for kiln firing. 2. Papiermache: a. Make puppets, masks, figures, animals, bowls, scenery for dioramas; Christmas tree decorations. 3. Salt & flour clay: a. Make relief maps, earrings, lapel pins, beads. 4. Sawdust clay: Use for animals, figures, and objects for dioramas. **********

Use a square piece of paper
Use a square piece of paper



BASIC CUT FOR C, D, G, J



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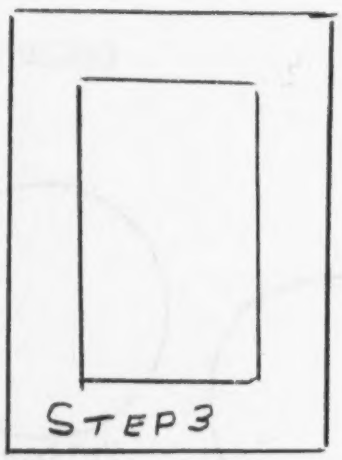
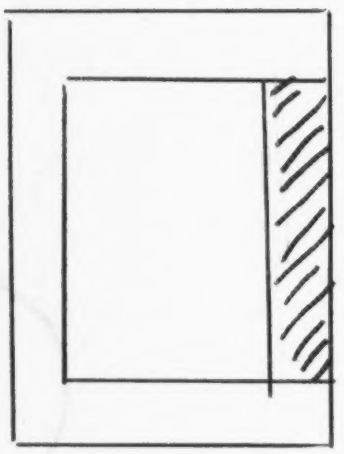
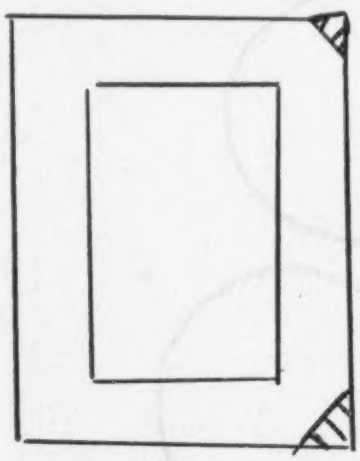
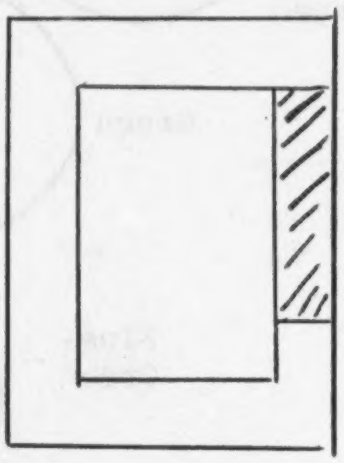
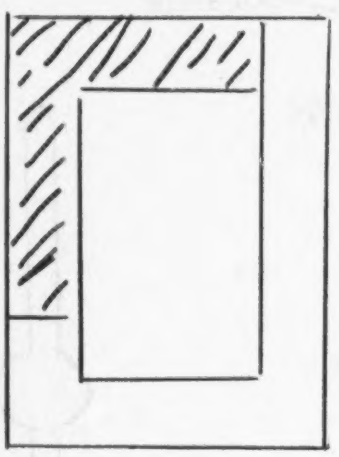
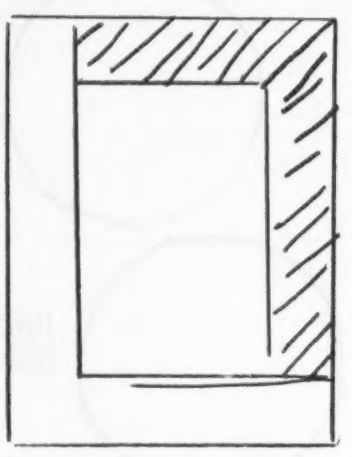


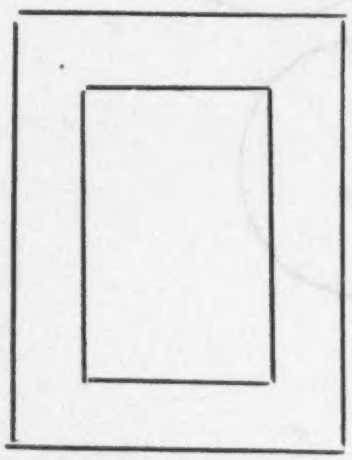


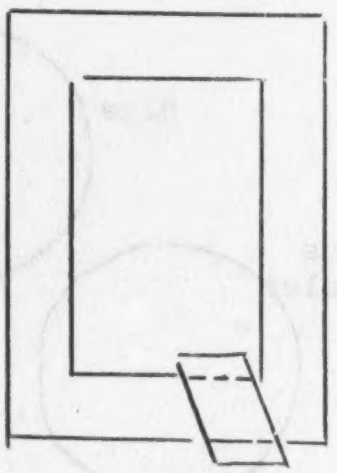


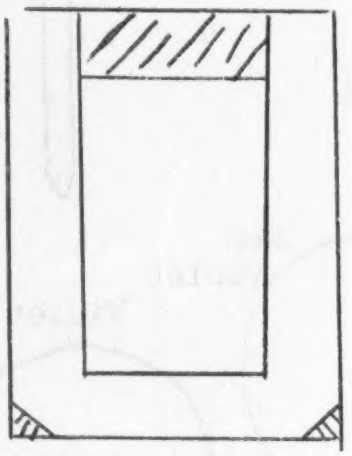


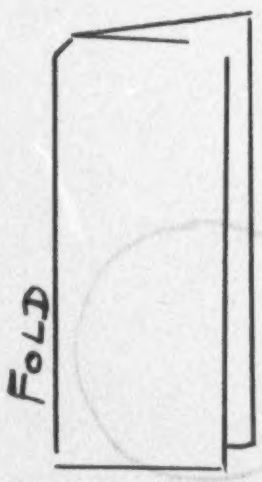


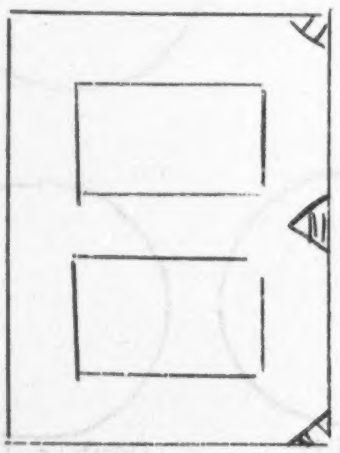


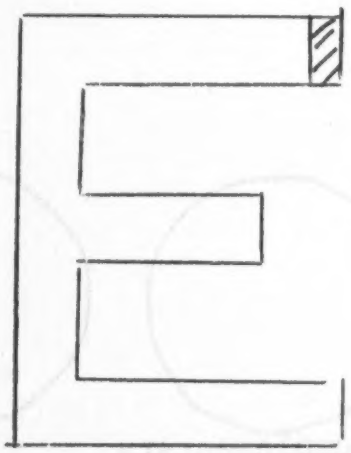






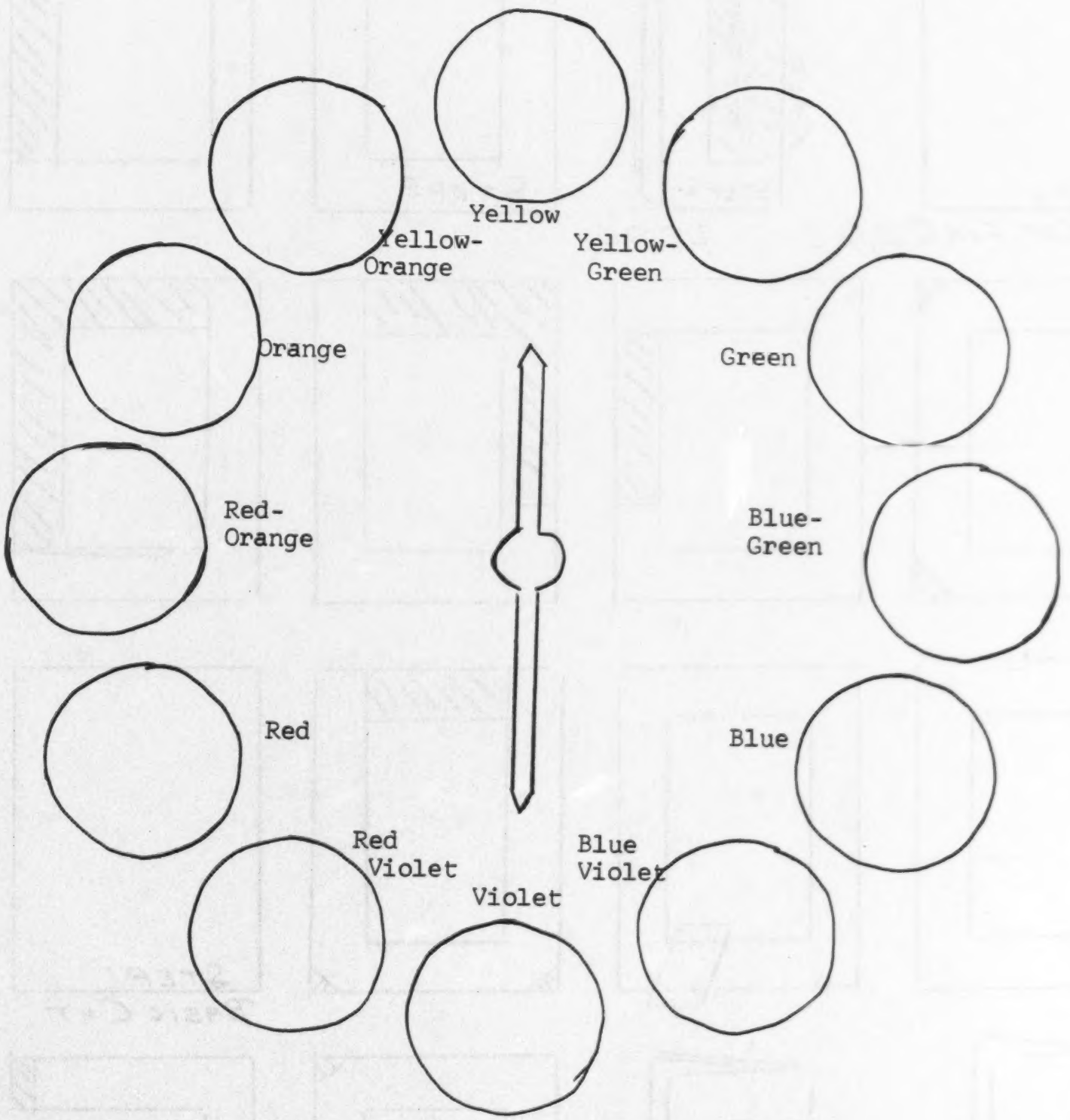


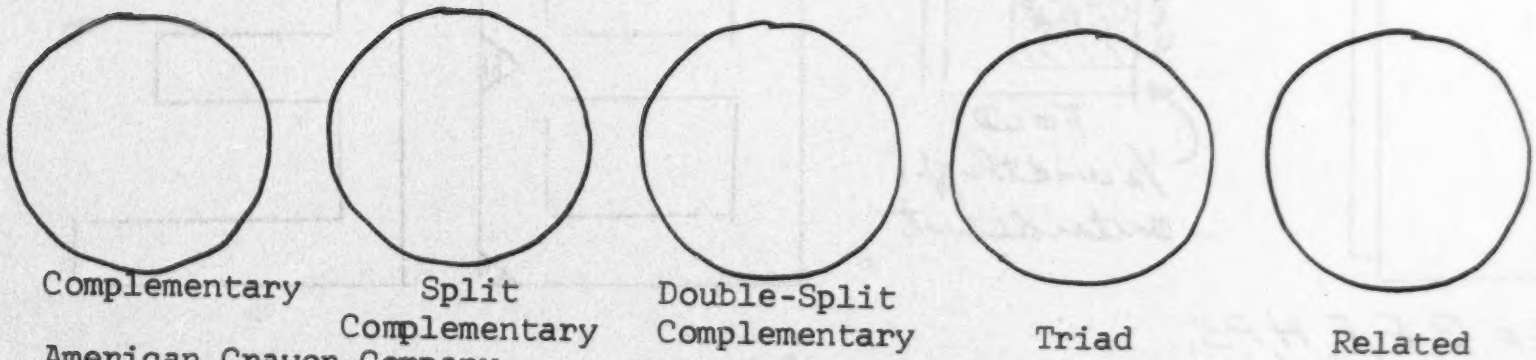




FOR B, E, F, H, P, S,

COLOR CHART





American Crayon Company
Sandusky, Ohio

WATER COLOR

1. Materials and tools

   a. Paints with 8 basic colors or more.
   b. Large camel hair brush (No. 7 preferably).
   c. 2 pans; 1 for clean water and 1 for used water. (If seated at tables, two or three people can use the two pans together.)
   d. Paint cloth.
   e. Manila paper, 18x24"

2. Preparation before class time

   a. Have two children pass out newspapers and each child cover his own desk or table (for protection only), and later also collect used newspapers.
   b. Have two other children pass out paint pans and collect them after use at close of the art period.
   c. Have two other children fill partially full the pans with water and empty at close of period into larger container and dispose.

3. Presenting the skill

   a. After folding, tear paper in half.
   b. Put a drop of water on the colors you will use.
   c. Hold brush straight (not like pencil). Hold it near the pointed end - not near brush end and above metal part. Hold it loosely.
   d. In making lines, work with point of brush. Get paint only on tip.
   e. Make vertical, horizontal, oblique lines, using blue, purple, brown or some easily seen color.
   f. Make curved lines.
   g. Make a swirled line and continuous curved lines.
   h. Don't go back over your work. When you need more paint dip into water first and then into paint. Knowing how to load brush with paint and water is very important to water coloring.
   i. Using flat of brush
      - get much water on brush, then paint.
      - make the biggest line you can by sliding brush across page. (This is an excellent stroke for making sky.)
   j. Using two colors at one time
      - dip in blue first
      - turn brush and dip into red
      - slide across (you may get red-blue, red- purple, or blue-purple)

4. Activities involving use of skill

   a. Make a sunset scene
      - fold other half of unused sheet and tear in two.
      - water paper with clean water, using wide strokes with flat of brush, working quickly, until paper is "shiny" wet.
      - paint a strip of blue, then red, yellow, etc.
      - by dipping lightly into paint (don't wash out brush each time).
      - tip paper and letting colors run. (If wash was too dry, colors will not run and paper will look striped.)

- try the other, or remaining one-fourth, piece of manila paper and make another sunset. Children will have need for the extra practice. (We will use the better of the two sunsets for a real picture.)
- wash brush and clean your individual colors in paint box.
- never leave brush standing in water. Shape brush by gently pulling it to a point when you put it away.

When sunset is dry
- paint a tree silhouette against the sunset; paint it as it grows, from the bottom up.
- make it tall; paint clear to top of paper.
- let your little finger ride along and steady the hand.
- branches get smaller at ends; tree should not set on bottom of picture.
- outline little marks below to indicate a gentle hill, ground and grass.
- when mounted on suitable background paper, it makes an attractive little painting.

b. Make a butterfly; other insects or flowers
- fold and tear a 9x12' sheet of manila paper in two; using one of the halves, fold it again
- use black or some other dark color and make three or four dots on or near fold.
- squeeze gently together and stroke out toward edge (this will be the body of the insect).
- open and draw with brush one side of insect (shape of wing, feeler, etc.)
- fold and squeeze together to make other side (you will need to go over this with paint).
- keep all lines light and dainty. Use other colors for decoration inside wings, as circles, dots, straight and wavy lines, etc. (these can become quite elaborate).

c. Use other half of sheet and make another insect
- select the better of the two and mount on suitable paper for a wall painting.

d. Flowers and vines may be made in a similar manner.

e. Put drops of paint on a "washed" paper, allow colors to run together, let dry. Look for animals, flowers, landscapes or most any object that can be seen by stretch of the imagination. Outline forms with contrasting color, using point of brush.

f. Use water color over crayon design.

What They are Like	What They Need OPPORTUNITIES	What To Do
They have a strong sense of rivalry and crave recognition.	To succeed in activities that stress cooperative play along with activities that give individual satisfaction.	Self-testing activities such as track events, stunts, chinning, sit-ups, push-ups, ball throwing for distance and accuracy. Group and team play such as Newcomb, Kickball, Circle or Square Soccer, End Ball, Club Snatch, Progressive Dodge Ball.
They may show increasing independence and desire to help.	To plan, lead, and check progress.	Assist with officiating, serve as squad leaders, act as scorers, help with equipment, elect captains, help with younger children and each other.
They want to be liked by their own classmates, to belong. They have a strong loyalty to teams, groups, or "gangs".	To belong to groups, to be on many kinds of teams. To engage in a wide range of activities.	Group games such as Bounce Volleyball, Line Soccer, Keep Away, Hit Pin Kickball, Net Ball. Partner play such as Deck Tennis (Ring Toss), Tennis, Aerial Darts, Horseshoes.
They want approval but not at the expense of their group relationships.	To gain respect and approval of others.	Participate in activities in which they achieve in the eyes of their group.

Acknowledgement is made of permission for partial reprint of the bullecin Physical Education for Children of Elementary School Age, a report of the National Conference on Physical Education of Elementary School Age, and The Athletic Institute.

PHYSICAL EDUCATION PROGRAM
Fourth through Sixth Grade

Growth is a continuous process - an emerging - an unfolding. At no time does a child abruptly complete a particular stage of development and begin the next. Neither is there a time when all children in a group are at exactly the same stage of growth.

Any classification into groups along the route of growth is artificial. The following chart is merely a device to help give a picture of activities that seem to suit the changing needs of children. The subdivisions and classifications used serve as convenient labels for periods of growth through which children gradually move, each holding to a path that is his alone.

What They are Like	What They Need OPPORTUNITIES	What They Do
They grow steadily in muscles, bone, heart and lungs.	To engage in strenuous activity that regularly taxes these organs to the limits of healthy fatigue.	Running, jumping, climbing and hard play.
They enjoy rough and tumble activities.	To participate in activities which use the elements of roughness.	Bumping, pushing, contact activities such as King of the Ring, Poison Pen, Indian Wrestle, Hand Wrestle, Beater Goes 'Round
Sex differences begin to appear with girls taller and more mature than boys. Sex antagonisms may appear.	To enjoy their roles as boys and girls; to have wholesone boy-girl relationships in activities and to participate separately for some activities.	Activities such as folk dances, mixers, squares; modern: Brothers & Sisters, Last Couple Out. Group games such as volleyball type games, Newcomb or Fist Ball, Softball. Others may be enjoyed separately or together.
They respond differently in varying situations.	To participate in a wide range of activities and organization, using many kinds of materials.	Individual, dual, or small and large group activities such as swimming, tumbling, stilts, track, catch, handball, relays, Crows and Cranes, Crackers, Bombardment. Folk dances, mixers and simple square dances such as Csebogar, Captain Jinks, Life on the Ocean Wave.